



THE KING'S SCHOOL
C H E S T E R

Policy on Special Educational Needs (SEN)

1. Introduction

1.1. This policy was reviewed and updated in October 2011. It is guided by the 2001 SEN Code of Practice, which will be superseded by the requirements of the 2014 Education Act.

1.2. King's Junior School aims to ensure that the needs of all children are appropriately met, and that every child develops to the best of his/her ability. All children will have access to a broad and balanced curriculum, differentiated to meet their individual needs.

1.3 Whilst all pupils at King's are in the higher quartiles of achievement, it is recognised that some children will benefit from additional support in order to reach their full potential.

2 Aims and Objectives

The aims and objectives of SEN provision are: -

- to identify, assess and support pupils with special educational needs
- to support teachers in meeting the educational needs of all pupils
- to monitor and evaluate the effectiveness of school-based provision for pupils with special needs
- to identify and facilitate the input of external support services and agencies
- to work in partnership with parents and others to ensure that all pupils achieve their maximum potential.

3 Learning Support Team

3.1 The Learning Support Co-ordinator for the Junior School is Mrs Marian Griffin. Mrs Griffin has over thirty years experience of teaching children with special educational needs, and has a Masters Degree in Primary management, a B.Ed (Hons) in Special Education and a Certificate of Primary Education (Dist) with an SEN specialism.

3.2. Mrs Karen Dickson, B.A. provides additional learning support and has a Hornbsy Diploma in the Teaching of Children with Specific Learning Difficulties.

3.3. Mrs Jo Benson – BA (Hons) P.G.C E. also offers additional learning support.

As Learning Support Coordinator, Mrs Griffin is responsible for

- liaising with the Headteacher / Director of Studies on matters relating to special needs
- liaising with teachers, support staff and parents on the identification of pupils with SEN and the implementation of appropriate provision for such pupils
- liaising with the senior school SENCO regarding policy, provision and transition
- maintaining the junior school special needs register
- ensuring paperwork and records are kept in good order
- disseminating information and good practice to colleagues and parents

- organising and managing SEN support
- monitoring and evaluating provision and progress of pupils
- managing a range of resources, both human and material, to enable appropriate learning support for pupils with SEN

3.4. Mrs Jill Bestow supports pupils in class (small groups/individuals) through differentiated tasks negotiated with the class teacher

3.6. Sister Sue Catherall, school nurse, is the designated Child Protection person (Children Act 1989) and is assisted by Mrs Lydia Hornby.

4 Educational Inclusion

4.1 At King's we have high expectations of all our pupils and aim to offer an excellent education to all. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children: -

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

4.2 Teachers respond to children's needs by:

- providing support for children who need help
- planning to develop children's understanding through the use of all their senses and of varied experiences
- helping children to manage their behaviour and to take part in learning effectively and safely

5 Differentiation and Learning Support

5.1. Children with special educational needs have learning requirements that call for special provision to be made

5.2. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment informs the next stage of learning.

5.3 Regular planned assessment of individual children's knowledge and understanding begins when children enter school. Assessments inform teachers, who are then able to plan appropriately so that activities are differentiated to support less able and extend more able pupils. Quality first teaching within the classroom usually provides sufficient learning support for good progress to be made.

5.4. If a pupil requires help that is additional to, or different from, that provided as part of the school's differentiated curriculum, they will be supported through 'School Action'. At this point the pupil's name is entered onto the Junior School Special Needs Register. The class teacher will keep parents informed and draw upon them for additional information. The Learning Support Co-ordinator will take the lead in further assessments of children's needs.

5.4 Carefully targeted support, delivered by teachers and members of the Learning Support team, is planned for pupils on School Action, to put them back on course to meet or exceed age related expectations.

5.5 The school will liaise with parents of pupils who appear to have significant, specific learning difficulties, to secure specialist assessment by external agencies. This may lead to additional strategies or strategies that are additional to those used in School Action. This enhanced level of support is called School Action Plus.

5.6. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Children are only withdrawn from the classroom to follow individualised/group programmes of work.

6. Assessment, Recording and Reporting

6.1. King's School is committed to the early identification of needs, and children's progress is tracked through a range of formative and summative assessment processes (6.6.). Pupils with unusual profiles are identified and monitored. The class teacher informs the parents and learning support coordinator at the earliest opportunity, to alert them to concerns and enlist their active help and participation.

6.2 Identified pupils are assessed by the learning support teachers and may undertake diagnostic tests, such as Aston or LASS, to determine the nature and extent of their special educational needs.

6.3 Learning support teachers work closely with parents and teachers to plan an appropriate programme of support. The strategies used, and the nature of the special need, are recorded in an Individual Education Plan (IEP). This identifies short-term targets set for the child, and the teaching strategies to be used: it also indicates the planned outcomes. IEPs are reviewed on a termly basis. Pupils are involved at an appropriate level in setting targets in the IEPs and they are encouraged to make judgements about their own performance against their IEP targets.

6.4. The learning support coordinator maintains a register of pupils with special educational needs detailing names, class, area of concern and specialist learning support.

6.5. A small number of pupils with identified needs such as emotional behavioural and emotional difficulties, or other disabilities such as visual/auditory difficulties, are listed on the whole school SEN Register.

6.6. Assessments and records include:

- NFER reading tests – annual
- Progress in English – annual
- Progress in Maths – annual
- Non-Verbal Reasoning – annual
- Reading and spelling records – updated regularly
- English assessments - termly
- Maths tests – termly
- Behaviour observations and records – when required
- Reports from external agencies
- Aston Index and LASS diagnostic tests are used when required
- IEPs/IBPs – termly when required

7. Use of ICT

A range of computer programmes are used to support learning in school. Additional spelling support is provided through the use of programmes such as Word Shark and Super Spell.

8. Resources

The Learning Support Coordinator is responsible for identifying learning support resources and for making requests to the Head teacher for necessary funding.

Learning Support resources are located centrally in the learning support cupboard and are managed by the Learning Support Co-ordinator.

9. Future Developments

- Consolidate the 'Learning Works' development programme following the recently attended course in York on the new SEN Green Paper
- Attend AJIS course at Liverpool on the SEN Green Paper
- Keep updated on developments leading to the 2014 Education Act.

This policy will be reviewed on a three yearly cycle, or earlier if appropriate.

Marian M Griffin
October 2011

Learning Support Coordinator